

# A BAD CASE OF STRIPES

BY DAVID SHANNON

## CALIFORNIA CONTENT STANDARDS

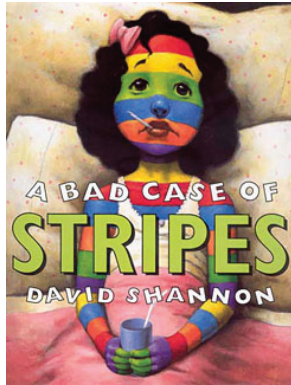
**Kindergarten:** Reading Comprehension 2.2 Use pictures and context to make predictions about story content. 2.3 Connect to life experiences the information and events in texts. 2.5 Ask and answer questions about essential elements of a text.

**Grade One:** Reading Comprehension 2.4 Use context to resolve ambiguities about word and sentence meanings. 2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words). 2.6 Relate prior knowledge to textual information.

**Grade Two:** Reading Comprehension 2.4 Ask clarifying questions about essential textual elements of exposition (e.g., why, what if, how). 2.6 Recognize cause-and-effect relationships in a text. 2.7 Interpret information from diagrams, charts, and graphs. 2.8 Follow two-step written instructions.

**Grade Three:** Reading Comprehension 2.4 Recall major points in the text and make and modify predictions about forthcoming information. 2.6 Extract appropriate and significant information from the text, including problems and solutions.

**Grade Four:** Reading Comprehension 2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.



GRADES: K - 4

READING LEVEL: 3.6

OBJECTIVES:

1. List 1 or 2 influences on our food preferences.
2. Name at least 1 way to respond positively when "sticking up" for liking a fruit or vegetable.
3. Understand that nature provides a variety of fruits and vegetables to choose from as demonstrated by naming at least 1 fruit or vegetable preferred from each of Camilla's stripes.

## ABOUT THIS LESSON...

*Oh, the sacrifices one must sometimes make to eat fruits and vegetables! Eating healthfully may come at a cost for some, as it may lead to criticism from others. This book talks about the issue of teasing those whose eating habits may be different from their own, and the consequences that may occur. The supporting lesson reminds students how to politely respond to foods that they dislike.*

STICKS AND STONES MAY BREAK MY BONES, BUT FRUITS AND VEGETABLES WILL NEVER HURT ME!

Ask students if they've ever been teased for anything. How did they respond? Ask them if anyone has ever made fun of them for eating a certain food. Perhaps there was a particular fruit or vegetable they recall? Show the book's cover. Why might the girl be covered in stripes? Read the story.

## A BAD CASE OF STRIPES: THE PREQUEL

Afterwards, have a discussion about Camilla Cream's transmutations and how she must have felt. Have they ever felt that way either when they've been teased, or just when they've been worried about the opinions of others? What specific events could have caused Camilla to feel this way and for her body to react the way it did? Ask students to consider specific instances, prior to this book, that could have led to Camilla being so terrified to have people find out that she liked lima beans.

## FOR THE LOVE OF LIMA BEANS...

It was obvious that Camilla Cream loved lima beans, and by the end, she



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# A BAD CASE OF STRIPES

## LESSON CONT.

overcame the opinions of her peers. Lima beans belong to a family of vegetables known as legumes (to learn more, see **ABOUT LIMA BEANS** on page 3). Bring students an actual example of lima beans if possible. Who has tried lima beans? Did they like them? Negative comments are likely to arise. Write all of the students descriptions on the board. If they haven't tried lima beans, would you they like to? Why or why not? Were they influenced by any comments they just heard?

### UNDER PRESSURE, AND OVER PRESSURE

Camilla suppressed her love for lima beans because she feared her schoolmates' opinions. Sometimes we too can allow the views of others to negatively influence us. (Refer to the class' opinions in the quick poll that was just administered about lima beans above if peer influences existed.) Ask students to identify some of the various influences on our food preferences, e.g., peer persuasion, advertising, taste, exposure (or lack thereof), etc.

How can they feel OK about eating lima beans (or another unconventional fruit or vegetable) when others feel so differently? Empower children to stick up for what they like to eat. Discuss real or hypothetical situations. Request students to come up with positive ways to respond when these circumstances arise. What are the positive and consequences to the way they choose to respond? (Perhaps it would be helpful to identify important individuals from American History who have shown courage and stood up for personal beliefs in situations that were not supported by their peers.)

### COME THROUGH WITH FLYING COLORS

It's perfectly OK not to like a fruit or vegetable (once it's been tried at least once or twice!). Even the very "selective" are entitled to having personal preferences, but it's not polite to express opinions offensively. Tell students you are confident they will pass the etiquette test the next time they are confronted with a food that is not to their liking.

Use the humiliation experienced by Camilla as an illustration to help support the importance of being polite in response to food. Furthermore, by verbally judging a food, they will usually further convince themselves (and may influence others) about opinions of that particular food.

Ask the class to think of a time when they didn't care for a fruit or vegetable (or perhaps another food). How did they respond? Would words like "yucky," "nasty," or "gross" be appropriate in a situation like that? What would they consider to be a

### EXTENSION ACTIVITIES

- Collect recipes for dishes using beans, and make a bean recipe cookbook for the class. Prepare some of the recipes and have a Bean Party.
- Have the class research the origins of lima beans and give a report.
- Using pictures and/or words make lists of favorite and least favorite foods. Why are they classified this way?
- Ask students if they like a food that no one else does. Like Camilla, do they try to pretend they don't like it? Could there have been someone else in Camilla's class that liked lima beans too, but just didn't want to admit it either? Discuss the "need to fit in" versus being yourself.
- A Bad Case of Stripes: The Sequel. Write a sequel to the book. Imagine Camilla's next adventure and how she has changed in regards to lima beans, or perhaps another fruit or vegetable she may secretly enjoy. How will she respond in the future?



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## LESSON CONT.

### ABOUT LIMA BEANS

- Lima beans are legumes: plants that bear pods and enclose **fleshy** seeds.
- They're a great source of iron, folate, and fiber.
- Named after Peru's capital- where they have been cultivated since ancient times.
- Also known as "butter beans." They are a **flat** bean with a creamy white color and a slight hint of green. Their **fla-**vor is buttery and their texture is starchy.
- Most lima beans grown in the U.S. are available frozen or canned, but they can sometimes be found dried, or fresh in their pods at certain Farmer's Markets.
- Lima beans are popular in soups, stews, or cooked, by themselves, but must be shelled before eaten.
- The "baby" variety is much loved in Japan for making desserts from bean paste known as "an."

polite response? Share the following positive reactions for similar situations:

- Discuss how to *tactfully inspect* food to decide whether they want to try it. (However, they may not truly know until they try!)
- Encourage them to practice saying a simple *"no thank you" without the negative commentary* when offered a disliked food, or upon tasting it.
- Talk about how to spit food out into a napkin *quietly* and *discreetly* if they find themselves being adverse to it.
- It is preferable after tasting an unwanted food, for them to *move it to the side of the plate*.

Remember, it typically can take several exposures of a food before acceptance.

### IF YOU CAN'T SAY SOMETHING NICE... SAY SOMETHING NICE.

Utilize the enclosed activity sheet to have students select between polite and impolite responses to unfavorable fruits, vegetables or other food. Just nicely saying "no thank you" is saying something polite! Older grades can take this activity a step further, and come up with a scenario to help them remember their manners. Invite them to come up with a sketch that illustrates 2 different ways (considerate and inconsiderate) to respond to an individual who is eating a fruit or vegetable they may not favor. Another situation to consider drawing is one that respectfully reacts to tasting a food (fruit or vegetable) they don't necessarily care for (see bulleted items at the end of the "Come Through With Flying Colors" segment).

### SHOW US YOUR TRUE COLORS

Camilla is trying very hard to be like everyone else. But what would the world be like if we were all the same? And what if all fruits and vegetables looked the same, tasted the same, and provided exactly the same nutrition as the other? Discuss/ hypothesize why nature provides so many fruits and vegetables.

Having an array of fruits and vegetables to select from helps to accommodate a wide variety of tastes and still meet nutrient needs. Since there is such a variety of fruits and vegetables to choose from, it's likely we won't like everything. But that also means there's a greater chance of finding fruits and vegetables we **DO** like! Show students the book cover again, and name all the colors that streak horizontally across Camilla's body. Ask them to name a fruit and/or vegetable from each color that they **LIKE!** For a quick listing of fruits and vegetables by color, see the **EAT YOUR BOOKS** rack in your library for the lesson for "Alexander and the Great Vegetable Feud."



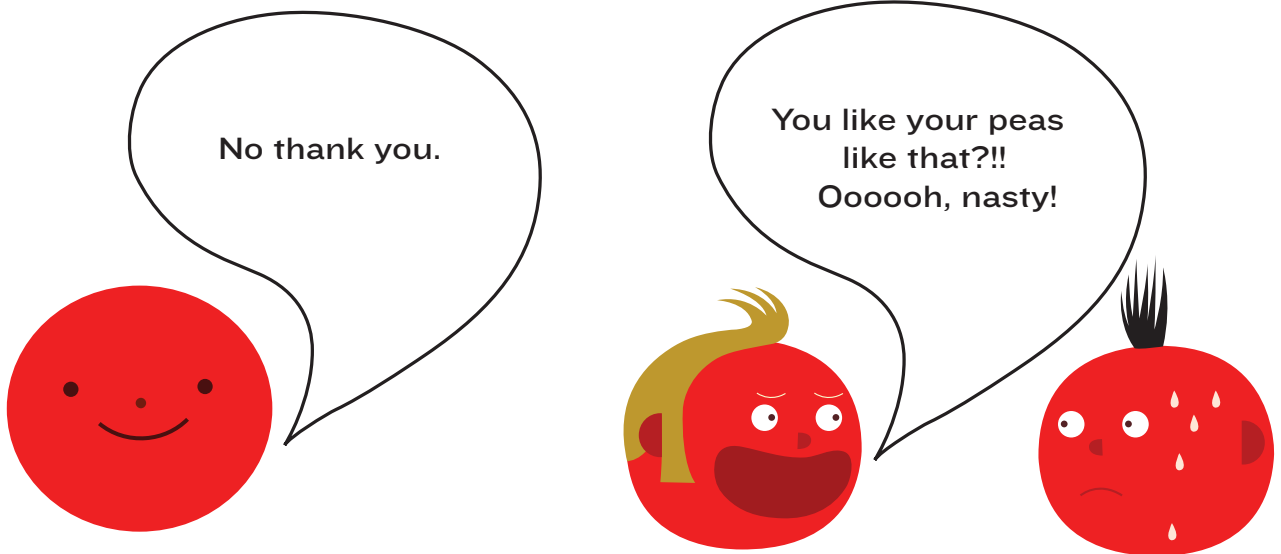
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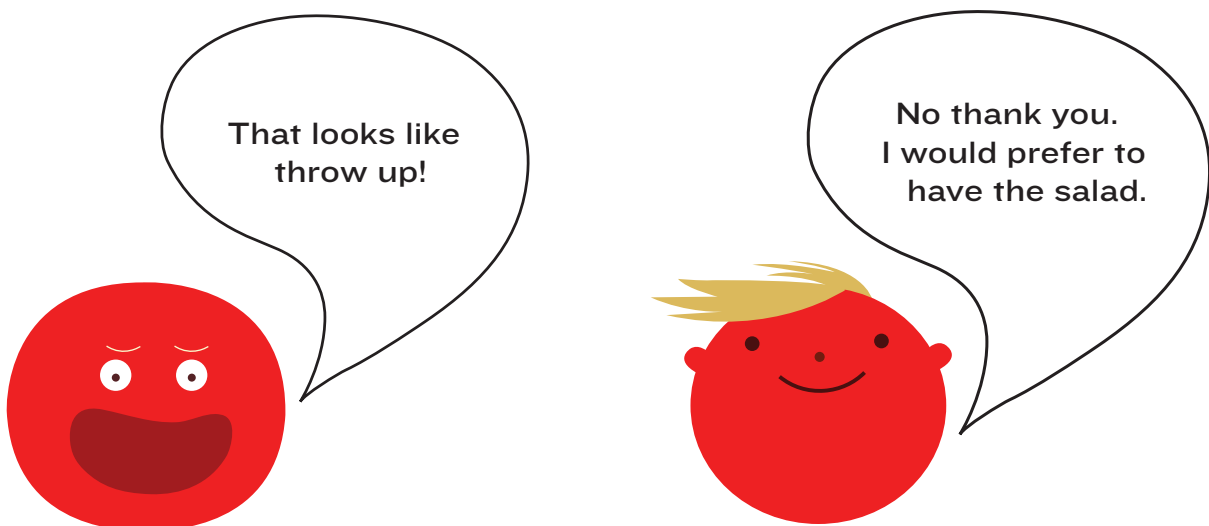
# IF YOU CAN'T SAY SOMETHING NICE... SAY SOMETHING NICE.

**DIRECTIONS >** Circle the polite responses when confronted with a food you may not like. Discuss as a class. Come up with your own scenarios.

1.



2.



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